

The ★
AMERICAN ★
TEACHER ★



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New Union of World Labor

THE QUEST for international labor unity has been a tortuous one. Hopes and disappointments, gains and losses, triumphs and defeats, resulted from the determined efforts of trade unionists to achieve a world organization.

In 1864, labor representatives meeting in London founded the First International of Labor—The International Working Men's Association. Karl Marx, then residing in London, played a dominant role in the shaping of the policy and program of the infant organization. External repressive measures and internal factional strife ended the First International in 1872, eight years later.

The hope for united labor action was not destroyed. In 1889, an international conference of labor organizations meeting in Paris established the Second International of Labor. Hopeful progress was made by this world body in improving economic and political conditions for working people in many lands. World War I abruptly terminated this second venture in international labor cooperation.

Following World War I, the Communists launched the Third International, which later became the Cominform. Workers opposed to Communist totalitarianism established a world organization dedicated to a program of furthering democracy and universal peace. This body was called the Socialist and Labor International. World War II terminated the work of this powerful group.

In 1913, trade unionists who were concerned chiefly with economic goals and sought to subordinate political issues founded the International Federation of Trade Unions (IFTU). Its work was disrupted by World War I. The IFTU was revived in 1919, but after a period of dormancy during World War II, it was formally dissolved in 1945.

Groups of unions in various trades and industries organized the International Trade Secretariats (ITS), which worked effectively to improve wages and working conditions in their respective trades. It is still an active body with a membership of twenty-seven million.

In 1919, the International Labor Organization was founded. The ILO is tripartite in structure, with employees, employers, and governments represented equally. During the thirty years of its existence, 98 International Labor Conventions setting forth minimum standards for working and living conditions have been drawn up. Fifty-six of these have entered into force. The ILO is now a specialized agency of the United Nations.

Five and a half years ago, a conference called by the British Trade Union Congress, the Congress of Industrial Organizations (CIO), and the USSR unions met in London and formed the World Federation of Trade Unions (WFTU). Some sixty organizations, representing forty nations and claiming a membership of sixty million, joined this new International.

The American Federation of Labor rejected the invitation to participate in the conference and decided not

to affiliate with the WFTU. Its decisions were based on the belief that the Russian unions were not "free bona-fide trade unions" but agencies of the state. Further, the AFL feared that the 37,000,000 membership claimed by USSR and its satellite countries, together with the 11,000,000 membership of the Communist-dominated unions of Italy and France, would result in domination and control by Soviet Russia.

The doubts of the AFL were substantiated by subsequent events. The WFTU program was oriented toward the East. Its trade union missions to Greece, Japan, Korea, Indonesia, and other areas promoted Communist propaganda and policy. The WFTU leadership fought the Marshall Plan and even banned discussion of the issue.

The political bias and partisanship of WFTU finally forced the CIO, Britain, and the Netherlands to withdraw from the WFTU. Many other national unions disaffiliated.

In order to mobilize and organize the forces that would aid the peoples of the world to achieve peace, freedom, and economic security, and to resist totalitarian and anti-democratic attacks, representatives from those groups that withdrew from the WFTU met in Geneva in June 1949 and made plans for forming a new world labor confederation, one that would embrace only free and democratic trade unions. A draft constitution was formulated to embody the principles underlying such international declarations as the Atlantic Charter of 1941, the ILO Declaration of Aims and Purposes of 1944, and the Universal Declaration of Human Rights proclaimed by the General Assembly of the United Nations in 1948.

Last December, two hundred sixty delegates representing some eighty trade union organizations of some fifty countries met in London and organized the International Confederation of Free Trade Unions. Both the AFL and the CIO participated actively in the proceedings. President William Green headed an AFL delegation of ten that included Henry Rutz, AFT member and AFL representative in Germany.

The ICFTU adopted a constitution that pledges the organization to support "the right of all peoples to full national freedom and self-government" and to "champion the cause of human freedom, oppose and combat totalitarianism and aggression in any form."

The ICFTU aims:

1. To assist workers throughout the world in developing free trade unions, especially in underdeveloped countries, such unions to be free from domination by employers, governments, or political parties and to be genuine bargaining instruments deriving their authority from their members.
2. To build a strong world-wide organization of free unions pledged to promote the interests of working people and "enhance the dignity of labor."

(Continued on page 30)

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Mildred Berleman, Editor
Julia Lorenz, Associate Editor
Editorial Board: Lettisha Henderson, Chairman,
John Eklund, Arthur Elder, Irvin R. Kuenzli, Ann
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"American Teacher" to Be Available in Microfilm Form

The AMERICAN TEACHER has entered into an agreement with University Microfilms, Ann Arbor, Mich., to make the magazine available to libraries in microfilm form.

Under the plan, the library keeps the printed issues unbound and circulates them in that form for two or three years. When the paper copies begin to wear out or are not called for frequently, they are disposed of and the microfilm is substituted.

The microfilm is in the form of positive microfilm, and is furnished on metal reels, suitably labeled. Inquiries concerning purchase should be directed to University Microfilms, 313 N. First Street, Ann Arbor, Michigan. The film copy is distributed only at the end of the volume year. For the AMERICAN TEACHER the volume year ends with the May issue.

Sales are restricted to those subscribing to the paper edition.

THE NEWEST A.F.T. LOCALS

- 1046—Garfield Federation of Teachers (N. J.)
- 1047—Miami Federation of Vocational Teachers (Fla.)
- 1048—Minneapolis Federation of Private Trade School Teachers (Minn.)
- 1049—Glendale Federation of Teachers (Calif.)
- 1050—Pasadena Federation of Teachers (Calif.)

OUR COVER

The strong etching by S. L. Margolies was furnished us by courtesy of the Associated American Artists. This organization presents the works of many of our nation's outstanding artists. Prints—lithographs, etchings, etc.—in black and white are signed originals at \$5.00. Reproductions in full, brilliant color are priced proportionately. The American Teacher calls attention to this organization not only because it is a great aid to our living and producing American artists but because of the uniformly high quality of the originals and the reproductions. Their organization is a benefit to schools, museums and private collectors throughout the country. 711 Fifth Avenue, New York 22, N.Y.

AFT Executive Council Takes a Busman's Holiday

WHILE most AFT members were, we hope, relaxing during the Christmas holidays, the AFT Executive Council was holding some strenuous sessions in Chicago. On December 28, the first day of the Council meeting, there were long sessions in the morning, at luncheon, in the afternoon, and in the evening. Three sessions were held on December 29, in addition to subcommittee meetings. On December 30, there were two sessions, the last one ending at 5:00 P.M., giving some of the Council members barely enough time to reach home on New Year's Eve.

AFT Commission Plans Several Studies

At the opening session, Vice-President Arthur Elder reported on the work of the AFT Commission for Educational Reconstruction. Among the areas in which the Commission is making studies, said Mr. Elder, are the following:

1. Democratic school administration.
2. Democratic teaching practices as they might be carried on at the elementary school level, the high school level, and the college level.
3. Evaluation of textbooks, including the treatment of trade unions.
4. Teacher training.
5. Teacher status.

The Midcentury White House Conference On Children and Youth

During the Council meeting a telegram was received from Melvin A. Glasser, Executive Director of the Midcentury White House Conference for Children and Youth. Mr. Glasser asked for full cooperation from the AFT on the Conference. He stated in his telegram that he believed the AFT state groups and members could be of invaluable assistance in the work of state committees "working on and with official groups appointed or designated by governors." He pointed out that the Midcentury Conference is a "genuine citizen effort for parents and professional workers to cooperate in advancing the well-being of the nation's children." The Conference, continued Mr. Glasser in his telegram, recognizes fully the importance of the classroom teacher to children and, therefore, hopes for the continuing support of the AFT.

In reply to this telegram, the Executive Council sent the following telegram to Mr. Glasser

and to Katharine Lenroot, chief of the Children's Bureau:

The American Federation of Teachers offers full cooperation with the Midcentury White House Conference on Children and Youth. Our organization is happy to accept your invitation for participation in the National Advisory Council. We shall call on all our affiliated state and local groups to cooperate in every phase of the conference program in their respective communities. We, as the largest entirely voluntary group of classroom teachers in the United States, are deeply interested in furthering the program, of such profound significance to the children we teach. The White House Conference, we believe, will contribute richly to our nation's program for advancing the well-being of our children and youth, in surveying the present needs of children and in indicating a program by which these needs may be met to the best interest of the child.

On the subject of the Midcentury White House Conference the Council also issued a press release, part of which was as follows:

The Midcentury White House Conference on Children and Youth may well serve to remove the problems of the child from political exploitation to a program of non-political, socially-planned action. Through the years many of the best programs intended for the American child's betterment have been defeated or exploited by venal, selfish interests. It is the child and not these interests who must be actively served. The home is primarily responsible for the well-being of the child; however, the well-being of the parents and the soundness of the home are basic to the child's well-being. Hence, all legislation promoting community health, housing, and the economic security of the parents is essential.

Experience in times of peace and war has demonstrated that deficiencies in educational service in any part of the nation tend to weaken our democratic institutions. Failure to recognize federal responsibility for support of school services in areas unable to make adequate provision for financing the schools merely gives sanction to continuance of these deficiencies in public educational services.

In its release the Council also emphasized:

1. The responsibility of the schools for supplementing the training received in the home.
2. The need for providing adequate buildings, equipment, and services at the high school and elementary levels.
3. The importance of making provision for a broad program of scholarships and loans for worthy young people who otherwise would be unable to attend colleges or universities.

Detroit Chosen for 1950 Convention

Detroit was chosen by the Council as the AFT convention city for 1950. The convention will open on August 21 and continue through August 25.

Arthur Elder was appointed chairman of the convention committee of the Council. The other committee members are Carl Benson, Mary Cadigan, John Fewkes, Ann Maloney, and Rebecca Simonson.

Chairmen were named also for the various convention committees.

Funds Allocated to State Federations

AFT funds were allocated to various state federations for organizing purposes. The Council instructed Secretary-Treasurer Kuenzli to inform state federations that "no item covering any factor except bona fide organization activity—which definitely excludes the paying of expenses of delegates to an AFT convention—shall be honored by the Executive Council for organization purposes; and that the servicing of established locals, except in connection with an extraordinary effort or a special campaign to increase membership," should not be considered an organizing expense to be paid for from national funds.

Procedures in Tenure Cases Recommended

Concerning procedures in the handling of tenure cases, the Council recommended that:

1. Each local have a committee to handle grievances.

2. In developing effective grievance procedures, the grievance committees of the locals ask the assistance of other labor groups and hold conferences to study the procedures used by such groups. (Information can be obtained from the Workers Education Bureau's *Handbook on Grievances* and from the National Research Bureau, Washington, D.C.).

3. A member having a tenure case should refer it to his local, which should request its grievance committee to study the case and recommend whether or not the local should support it.

4. If a local, after deciding that a case should be supported, finds itself unable to settle it satisfactorily through its own machinery, the local should refer it to the central labor body. If the central labor body requires clearance of grievance cases through the national union, such clearance should be obtained.

5. If a satisfactory settlement cannot be obtained and it becomes necessary to refer the case

to the AFT national office, it should be directed to the attention of the AFT standing committee on tenure procedure.

6. Locals should match, as nearly as possible, any funds expended by the AFT national office in defending a tenure case.

7. In states where no tenure law exists, locals or state federations should introduce tenure bills in their legislatures. Where weak tenure laws exist, the locals or state federations should seek to improve them.

Paying Salary and Expenses of President During Attendance at Peace Conference

There was some difference of opinion concerning whether the AFT should pay the salary of President Eklund and \$38 for his expenses for the week during which he attended the French Peace Conference in Paris. The conference occurred during the period when he was on leave to carry on AFT activities. He was one of the American delegates to the conference, and during his stay in Paris he also attended a session of the French Teachers Union.

The majority of the Council members voted to pay his salary for the week and the \$38 for expenses; two members, John Fewkes and Irving Fullington, voted against the motion; two members, Carl Benson and John Eklund, abstained from voting; one member, Lettisha Henderson, was unavoidably absent from the session at which this question was considered.

Pension Plan for AFT Employees

The subject on which there was the greatest difference of opinion among the Council members was that of the pension plan for the employees in the AFT national office. The plan now in effect was adopted by the Council in August 1947. Since that time various Council members have proposed that the plan be revised, and a committee of the Council has been negotiating with the employees to that end.

There was a good deal of discussion of the pension plan at the December Council meeting, but no agreement was reached. Negotiations are continuing between the Council and the employees, who are represented by the Office Employees International Union, and it is hoped that an agreement can be reached within the next few weeks. In the meantime, the plan adopted in 1947 is being continued.

* * *

Other action and deliberations of the Executive Council were concerned with:

1. Federal aid bills and other current legislation.
2. Employment of organizers for the AFT.
3. AFT membership gains.
4. A report by AFT Attorney John Ligtenberg.
5. Appointment of a committee to work with the Cooperative League.
6. Plans for the 1950 AFT convention.
7. Membership-at-large in the AFT.
8. Amendments to the AFT constitution.
9. The AFT Vacation Workshop at Madison, Wisconsin.
10. Institutes abroad.
11. Appointment of a committee to study what other unions are doing about establishing homes for their aged members.
12. The report of the Council's sub-committee on the organization and management of the AFT national office.
13. A statement of policy concerning the vacation of employees in the AFT national office.

* * *

A complete report of all action taken at the Council meeting will be sent to all locals. This report will include the record of the voting by individual members in cases where there was disagreement.

President Eklund Sends Message To Samuel Gompers Memorial Dinner



● President Truman telling Gompers Memorial Dinner that he recalls AFL founder as "the originator of the great movement which set labor free." He is applauded, l. to r., by Vice-President and Mrs. Alben Barkley, AFL President William Green, AFL Secretary-Treasurer George Meany, and Secretary of State Dean Acheson.

SAMUEL Gompers, founder and first president of the American Federation of Labor, was born in January 1850. The AFL began its year-long commemoration of the 100th anniversary of his birth by holding a gala dinner in Washington, D. C., on January 5. Many notables, including President Truman, were present (*see cut*).

To the Samuel Gompers Memorial Dinner AFT President John M. Eklund sent the following telegram:

"The contribution of Gompers in defining the ideal of equal opportunity for all in a democracy is one of the significant contributions in this social age. His attempt to achieve the American dream through public education and the dignity of labor has given direction to the labor movement. Millions of children from both wealthy and poor homes owe much to his leadership, as under his guidance the labor movement was instrumental in the extension of educational opportunity to all children and youth."

Samuel Gompers was born in London, England, on January 27, 1850, and came to this country while he was still a boy. While he was working as a cigar maker he became secretary of the Cigar

Makers Union. Activity in the general trade union movement brought him to the fore. He was one of the founders of the Federation of Trade Unions of the United States and Canada in 1881. Five years later this organization became the American Federation of Labor. Samuel Gompers served as AFL president continuously from its formation until his death in 1924, except for the year 1894.

Japanese Union Leaders Meet with AFT Council

Syozaburo Araki, president of the Japanese Teachers Union, and representatives of four other large Japanese unions had dinner with the AFT Executive Council in Chicago on December 28. The representatives of the Japanese unions were passing through Chicago on their return from the international labor conference in London, where the International Confederation of Free Trade Unions (ICFTU) was formed. (*see page 2*).

In his address to the Council, Syozaburo Araki stated that the Japanese Teachers Union has approximately 460,000 members, making it the largest teachers' union in the world.

Secretary-Treasurer's Page

The AFT and WOTP

IN AN address before a meeting of the Illinois Education Association during the Christmas vacation in 1949, Dr. William T. Russell, Dean of the School of Education at Columbia University and President of the NEA-sponsored World Organization of the Teaching Profession (WOTP), stated that the AFT had taken issue with the NEA in regard to certain phases of the programs of international teachers' organizations. It is not surprising that a university administrator, representing the NEA, which has publicly denounced the organization of teachers into unions, should have a different point of view concerning international organizations of teachers than the AFT, which is a union made up of classroom teachers and controlled by classroom teachers. Dr. Russell's statement was related to a controversy extending over a period of several years and involving the attempt of powerful industrial organizations to use the schools and teachers' organizations of the United States as a means of promoting their own interests and opposing social legislation to save taxes. The AFT has opposed the use of teachers' organizations as a medium for spreading the propaganda of "big business" organizations—especially the highly skilled propaganda which is directed against the labor movement. The NEA, on the other hand, has cooperated closely in the public relations programs of powerful industrial organizations. Publications of both the NEA and the NAM are prima facie evidence of the cooperative program of the two organizations.

We do not mean here to imply that Dr. Russell is one of the numerous school administrators who in recent years have become—behind the scenes—part of the public relations program of "big business" in the United States. The question, however, may be seriously raised as to whether a college administrator should serve as a representative of the classroom teachers of the United States and of the world in international education and international teachers' organizations. To have a university administrator representing the classroom teachers of the United States is not

unlike having an employer as a representative for trade unions in an international meeting. It would indeed seem more appropriate for Dr. Russell to represent the college administrators rather than the classroom teachers. Since the teachers' organizations of Germany, Japan, France, Italy and other countries which are vital spots in current world events, are bona fide trade unions, it seems questionable as to whether such an outspoken opponent of teachers' unions as Dr. Russell should serve as the representative of classroom teachers in an international organization. The nearly half million union teachers of Japan and the nearly one hundred thousand union teachers of Germany will hardly look to Dr. Russell for leadership in international educational affairs. Yet the cooperation of the teachers of these two countries is vital in international relations at the present time. The opposition of the NEA to teachers' unions is one of the most confusing factors in international relations today.

If America desires to demonstrate democracy in education, it hardly seems consistent to have a university official as the representative of the classroom teachers of the United States. Many times in foreign countries I have been asked why the president of the WOTP is an administrator from the university field who is only remotely associated with the professional problems of classroom teachers. This statement is not intended in any way as a criticism of Dr. Russell personally, but as an explanation of why the point of view of the AFT in regard to international teachers' organizations might be at variance with that of the WOTP.

The election of a university administrator to the presidency of the WOTP has tended to accentuate the rather questionable conditions under which WOTP was founded in 1946 at Endicott, New York, at the luxurious headquarters of the International Business Machines Corporation. I am convinced that the full story of the Endicott meeting has never been told and that no adequate explanation has ever been made public as to the connection between the International Business Machines Corporation and the formation of a new international organization of the teaching profession. In any case, at a time when highly skilled and highly successful propagandists have decried American imperialism abroad, it is most unfortunate that the attempt to set up a new international organization of teachers should, in any way, be related to the public relations program of

powerful industrial interests in the United States.

Among leaders in international education abroad there has been much resentment because an attempt was made in the United States to establish a *new* international organization of teachers out of the misfortune suffered during World War II by international teachers' organizations which had existed for many years. Before World War II, there were three major international teachers' organizations: the International Federation of Teachers' Associations, which is composed largely of organizations of elementary school teachers, the International Federation of Secondary School Teachers, and the World Federation of Teachers Associations. The World Federation of Teachers Associations was destroyed by the war and has never been reorganized. The IFTA and the FIPESO were seriously weakened by the war but survived and are now functioning actively. One of the most noted leaders in these organizations stated to me that the attempt to form a new organization and assume the control of international education at a time when IFTA and FIPESO were struggling for existence, after being crushed by the war of the dictators, was an attempt to take advantage of the suffering and distress of teachers in the postwar period.

That WOTP intended to absorb and supersede the other international organizations and become *the* international organization of teachers seems unmistakable. At the meeting of IFTA in Stockholm last August it was pointed out that WOTP had intended to absorb the existing organizations and become the one big international teachers' organization, but that the existing organizations had no intention of being thus absorbed.

It appears now that WOTP has no chance of becoming the single international organization of the teaching profession. At a meeting of representatives from several nations in England in 1948, the group was almost unanimously opposed to WOTP. Suspicion of the manner in which the organization was formed has caused many teachers' organizations not to affiliate with it. This suspicion has been strengthened by the cooperative program between the NEA and the NAM in recent years. Several years ago the NAM launched a highly financed public relations program reaching out to teachers' organizations, church organizations, women's organizations—wherever the organization could secure a hold. The NEA became involved in this program and

over a period of many months conducted cooperative educational programs with the NAM from coast to coast. NAM publications contained many stories describing cooperative programs with NEA groups.

Assuming the attitude that "we cooperate with all organizations," the NEA thus became a propaganda medium for an organization which the American labor movement considers one of the most anti-social organizations in the United States. Describing the social philosophy of the NAM, the official journal of the Office Employees' International Union (AFL) states:

During the thirties, the NAM spoke out against practically every piece of progressive legislation considered by Congress.

It opposed the Wagner Act, the Securities Exchange Act, the Fair Labor Standards Act, the Anti-Strike-Breaking Act. It opposed all emergency work relief and denounced all federal relief measures (like the NYA, PWA, etc.). It fought against reciprocal trade agreements and denounced the Public Utilities Holding Co. Act. It opposed the railroad pension law and denounced Social Security as a socialism measure.

This was the old look of the NAM; a grim face darkened by a hatred of unionism, hands grasping for ever bigger profits, a back turned on progress; and the entire corpulent mass was sheathed in medieval armor—of burnished gold, of course. This old look marked the NAM as the most reactionary force in America.

The chief structural changes undergone by the NAM consisted in the expansion of public relations activities and in the incorporation of these activities more directly into the NAM program. The latter object was accomplished by making its public relations man an NAM vice-president. (The extent of its public relations activities is shown by the fact that approximately half of the \$4½ million spent in 1947 went for that purpose.)

The long, intimate association of the NEA with the NAM, the support received from "big business" at the Endicott meeting, where WOTP was formed, the election of a university administrator as president, the bitter condemnation of teachers' unions by the NEA—these are the factors which have so beclouded the WOTP with suspicion in the eyes of classroom teachers' organizations in foreign lands, that it cannot possibly serve successfully as the one over-all international organization of classroom teachers.

AFT, therefore, was not responsible for the difficulties WOTP has encountered. WOTP itself is responsible for the fog which has made navigation extremely difficult for it. The AFT was in no way responsible for the fact that the NEA saw fit to become involved in the public relations program of powerful and highly financed indus-

trial organizations which for many years have vigorously opposed social progress in the United States and for the fact that this association is now serving as a "boomerang" in the attempt of the NEA to set up a new international organization of the teaching profession.

In contrast to the emphatically declared position of the NEA against teachers' unions, John Dewey, America's No. 1 educational philosopher, stated recently:

I would urge teachers to ally themselves with organized labor. Teachers in the public schools are public servants. Those who engage and dismiss them have great power. It is often exercised irresponsibly, and in many places there is a process of subtle or overt pressure and even intimidation. In order to get courage to revise instruction, teachers need the active support not only of organization among themselves but in connection with the elements of the community that have common ends with them and that are already organized. Both the depression of the thirties and the inflation of the forties have hit the teachers and the children of the country with great severity.

Business interests concerned with reducing their own load of taxation have long been active with measures of so-called economy that are crippling public education. Teachers have learned that they are in the wage-earning class. They are now more ready than in the past to act in behalf of a change of conditions that, in protecting the wage-earner, will also protect not merely their personal interests but the youth of the country and the future of society. The opportunity must be taken advantage of and teachers with social insight should take the lead.

IRVIN R. KUENZLI

Teachers of Bombay, India Send Greetings to AFT

THROUGH Richard Deverall, AFL's representative in India, the AFT sent Christmas and New Year's greetings to the teachers of India. In reply, M. V. Donde, president of the Teachers Union of Bombay, sent Mr. Deverall a letter from which the following excerpt is taken:

"Very happy to receive Christmas greetings from your good self and also on behalf of the American Federation of Teachers.

"The Bombay Provincial Primary Teachers Association, representing sixty-five thousand Primary Teachers in this Province, of which I have had the honour to be the president for the last five years, reciprocates with delight the same kindly feelings which you all cherish on the other side of the world.

"The lot of teachers in my country is not very happy, but they believe, all the time, in the nobility of their profession.

"Teachers' organizations are doing their best to ameliorate their economic conditions. Let us hope they succeed.

"The Primary Teachers have been benefited under the National Government, though much is still to be achieved.

"We teachers believe in the world fraternity of teachers, and as such, we extend greetings to our brothers and sisters in U.S.A. and all over the world."

CARE-UNESCO Book Program Now Serves Fourteen Overseas Countries

WITH the recent addition of the Philippines, the CARE-UNESCO Book Program is now serving fourteen overseas countries. The great need for scientific books is made clear by an example from Korea. Mining is one of this country's major industries and of key importance in its economic development; yet in the Department of Geology at Seoul National University, the only mining school in the country, there are only a few old Japanese texts.

While much of the need is the result of the destruction of libraries, it is also true

that there has been a loss of trained personnel; moreover, students are generally too poor to pay for expensive scientific texts.

The Free University of Berlin had already received \$1000 worth of books, and the American Dental Association is conducting a campaign to collect \$250,000 for dental books for overseas use.

Other groups are taking part in the donation of funds. Cash donations may be made to the Care Book Program, 20 Broad Street, New York 5, N.Y.



AN EYE TO THE FUTURE

Lecture-and-Listen Method Criticized. The day of the classroom lecture is done, Frederick S. Breed, associate professor emeritus of education at the University of Chicago, writes in the December issue of *The School Review*, journal of secondary education published by the Midway university.

"The lecture-and-listen method of the universities, like the read-and-remember method of the lower schools, rests on a mistaken notion of both the end and the means of instruction," Breed says.

"The citizens of a democracy should be trained for intellectual action, not merely handed the pattern of another's thought. This is not to say that the lecture has no place in the educational program, but as our main reliance, its day is done.

"Schools should place greater emphasis on the intellectual reactions of pupils," Breed concludes, "for no one can learn to think without a chance to think."

* * *

Potentialities of Exceptional Children Presented. The Woods School, a private residential school for mentally and physically retarded children, is now a non-profit organization under charter granted by the Commonwealth of Pennsylvania. At a recent conference sponsored by the school, educators, psychologists, physicians, psychiatrists, and health and welfare workers discussed many problems in the adjustments of this group of exceptional children.

The basic educational principle of the school is to teach children to live wisely and well in the environment in which they find themselves. Children are grouped, not according to IQ or age, but according to social maturity. That 53% of Woods School pupils have made normal adjustments is evidence that the principle is sound.

Several popular misconceptions concerning these children were attacked during the conference. Among these was the frequent association of a weak mind with a strong back. Instead, Dr. Richard Hungerford of New York stated that "a weak mind is associated with a weak back. . . . Actually, mental deficiency is another physical

defect like blindness. But society for some reason has greater feeling of guilt about mental deficiency than about blindness. . . . It is now believed that the mentally retarded have a potential contribution to make to the world in which they live. . . ." Training of such pupils should include vocational, occupational and social guidance.

It was stated also that existing facilities in Pennsylvania can take care of only 50% to 80% of those who need special care and training, and private care is very expensive. Throughout the country it is estimated that there are 10,000,000 exceptional children in need of remedial attention. About one-third of these children require round the clock care, and some must be given protective care. At present only two percent are being trained for useful places in society. This is caused by a lack of facilities, a lack of research into the causes of exceptionality, and a lack of trained personnel to care adequately for this group of children. There is also a lack of parent education so that parents frequently aggravate the exceptionality of a child because of lack of understanding; and finally, there is a lack of scholarship aid, since few philanthropic foundations remember this group of children.

A new and delicate surgical operation for nervous organic brain disease, cerebral revascularization, has been successfully tried in eleven cases described by Dr. J. Franklin Robinson. He considers this may prove "one of the most revolutionary treatments yet developed for the mentally retarded." Among the factors producing exceptionality, Dr. Leslie B. Hohman of Duke University Medical School emphasized the sociological aspect, pointing out that "the cultural pattern touches and molds not only the general group reactions, but also the most fundamental interpersonal relationships."

The general purpose of the conference was to highlight some of the problems of special education which it is hoped the Midcentury White House Conference on Children and Youth will review. It is hoped that in this conference special action will be taken to provide for the education and care of this group in our society, many of whom have a potential value in the contributions they could then make.

Revision of IQ Concept Needed. A Yale University psychologist, J. Warren Tilton, asserted on a radio program entitled "Yale Interprets the News" that certain aspects of the IQ concept are outmoded because our thinking about heredity is badly in need of overhauling. Many people expected too much of the IQ measure and have lost confidence in it because they discover there can be sizable changes in it and that it is not fixed by heredity. Teachers need a much more detailed picture of mental development than can be supplied by a single figure like the IQ.

Critics of the IQ tests are in reality leveled at the assumption that all children have had equal opportunity to learn the answers. Because of variable health, vitality, and interest, and a complex of personal and social adjustment factors, Mr. Tilton said, IQ's can be at best only a rough indication of native differences. With revised thinking on heredity the IQ concept can be a useful adjunct to school practice.

* * *

Union Officers Program Instituted by the University of Chicago. Twenty-four local labor union officers in the Chicago area have been selected for admission to the new Union Officers Program of the Downtown Center of The University of Chicago.

The course, which is given with the cooperation of the Industrial Relations Center of the University, will extend over a six-months period beginning January 4, 1950. The group selected comes from AFL, CIO, and independent unions representing a cross-section of Chicago industry.

Presidents, secretaries or other local union officers must have the sponsorship of their local, regional, or international unions before they are considered candidates for the Union Officers Program.

More than four years of experience gained in the development of workers' education materials and teaching techniques are being utilized in the Officers Program. Case problems and practical situations which form the core of the evening discussion program have been tested by the University in over fifty workers' education institutes in all parts of the country.

The difficulties of training very busy people who cannot leave their responsibilities for the length of time necessary for a comprehensive training experience have never been satisfactorily met before. The Union Officers Program attempts to answer this problem by of-

fering the benefits of a long-term program, arranged so that no time away from the job will be necessary.

Evening class meetings will be held once a week over a period of twenty-two weeks to cover such background material as labor history, collective bargaining, economics, human relations, community relations and union administration. Additional workshops and seminars will be devoted to practice teaching, program planning, and discussion of particular local union problems. Emphasis of these sessions will be on the development of techniques for handling local political action and membership education programs.

It is expected that the students will apply these new techniques to the planning and carrying out of a program in one of these areas in their local unions during the six-months period of the course.

A number of the seminars will provide opportunity for the union officers to meet with leading faculty members in the physical and social sciences. The latest results of scientific research and the application of these results to the labor movement will be discussed.

Provision has also been made for class members to register in other University courses as desired.

Instructors and consultants for the course are drawn from the faculty of the University and from staff of participating unions.

The University will award a special Union Officers Certificate to students successfully completing the Program. In addition, those who complete projects in the planning and leading of discussion sessions for their local unions will be eligible to receive the University of Chicago Discussion Leaders Certificate.



TO FIGHT HEART DISEASE

1950 HEART CAMPAIGN

What Price Schools for Democracy?

By ARTHUR ELDER, AFT Vice-President and AFL Tax Consultant

From an address delivered at the Institute of the Citizens Committee on Public Education, Minneapolis, Minn. Mr. Elder represented the AFL at the Institute.

IT IS well to remind ourselves that the problem of making adequate provision for the support of schools as well as for other public services is not peculiar to Minneapolis. The same problem faces people in cities, towns, villages, and rural areas throughout the nation. Furthermore, the problems confronting the schools in 1949 are not peculiar to the schools alone; they are problems that are confronting almost every governmental service at both the community and the state level.

The need for buildings where buildings never existed, the need for new buildings to replace older plants long since outmoded, the need for expansion of buildings long insufficient to take care of the demands made upon them—such stories can be told of our mental institutions, our hospitals, our prisons and our institutions for the physically handicapped. The housing problem is not peculiar to the schools. Similarly, the need for trained personnel, the inability of the schools to attract and retain competent personnel, are not peculiar to public education. Similar needs for personnel are expressed by our leaders in medicine, public health, and other public services.

It is well to remind ourselves that these needs affecting the health and welfare and education of the American people do exist. It is well for us, too, to have some understanding as to why these needs exist and what can be done to meet them.

In the first place, most of us recognize that during the depression period very little was done in the field of improving personnel standards or qualifications of employees in various fields of government service. Drastic economy programs were the rule of the day in public service in local communities and states throughout the nation, just as they were in private industry. Little public building was carried on during those depression years over and above those buildings financed by make-work federal funds.

Then during the war years we entered another period when, because of shortage of manpower and material, government expenditures at the state and local level were kept relatively low.

Now, in the postwar period, the long-deferred needs of the depression years, plus the additional

needs accumulated during the war, must be faced. Furthermore, in examining these needs, we must recognize that they are accentuated by a price level that rose somewhat during the war years and has increased spectacularly since 1945. The result is that the dollar of September 15, 1949, has a purchasing power of only 58.3 cents in terms of the dollar of August 15, 1939. Since, generally speaking, your tax dollar cannot be expected to have a purchasing power greater than any other kind of dollar, it takes approximately 170 cents to buy what 99 cents would purchase in 1939 in the way of public services.

Then again, it must be realized that population has increased and is still increasing. This means an increased educational load. The Bureau of the Census estimates that in 10 years there probably will be at least seven and a half million more children in grades one to twelve of the public schools than are now enrolled.

To provide facilities for these children, you will realize that thousands of additional classrooms, new teachers, and school plant facilities and equipment of every description will be required. The cost of new school plant alone is estimated at 9 billion to 11 billion dollars. Furthermore, in discussing these new needs it is well to keep in mind the continuing and ever-present need for replacement of already obsolete and over-crowded school facilities.

There are two ways of looking at this prospect of increasing costs in the field of education and other public services. One way is to think of these costs as a drain without thought of the useful services that accrue to our people and the resulting benefit to their welfare and to the economy. If one uses this approach and thinks of the expenditure of tax monies without regard to the social and economic consequences of such expenditures, a very good case could be made against any and all taxes. Here in the United States, however, we appraise these expenditures in terms of the needs and our ability to meet these needs. We have long since passed the point at which we are disturbed by the alarmists who continually remind us that taxes were at such and such a low

level in such and such a year—15, 20 or 30 years ago, whereas today they are at an all-time high—which spells economic ruin.

While no one would argue that continued expenditures of tax monies for an indefinite period to strengthen the European economy and to maintain the defense establishment at a high level would be welcome or desirable, it can be said that on the whole the American people have appraised the needs and in the light of such appraisal have decided they are willing to pay the cost. The American people recognize that high taxes in themselves are neither good nor bad except to the degree that their social and economic impact on the economy is good or bad. Who would venture to say that the tax bill of 1949 at 54 billion dollars is a heavier drain on the economy with an income level of 220-230 billion dollars than the 8 billion dollar tax load of 1933 when national income was running at a level of 40 billion dollars.

The real effect of the operation of any tax policy can be found in the manner in which it operates to affect production, consumption, and standards of living. It must be realized that the high taxes of today are the result as well as the cause of the high prosperity that grew out of the war. The maintenance of peace-time prosperity now demands that the taxing power be used wisely to take care of the education, regional development and conservation of resources, health and social security needs of the present and future generations, as well as to make provision for the heritage of obligations left in the wake of the war.

All very fine, you may say. You may recognize that taxes do come back into the income stream and contribute to your own livelihood either directly as a teacher or other public employee, or indirectly if you happen to be a merchant, doctor, lawyer, shop worker, or any other worker. But what, you may ask, will higher taxes to support these needed school services mean to me as a citizen of Minneapolis? Are the citizens of Minneapolis paying more than their fair share of the tax load? Is the particular group, profession, business, or trade to which I belong bearing more than its proper share of the tax burden? Are we in Minneapolis or Minnesota paying more for the support of public services than is paid in other communities or states? Are the taxes we pay within the state and community based largely in accordance with the ability-to-pay principle and do they also take the benefits derived from taxation principle adequately into consideration?

All of these are questions that should be asked and answered by the citizens of Minneapolis or any other community or state who are examining the needs of the public schools or any other public service.

First, as far as federal taxes are concerned, it is obvious that under our federal tax laws the citizens of Minneapolis pay their share of federal taxes in a large measure based on income, just as do citizens of the other 47 states. What about state taxes, then, you may ask. According to Department of Commerce figures for 1949, the average per capita amount paid in state taxes for the entire country was \$50.73. In Minnesota it was \$55.55, slightly above the average. As a percentage of income payments in 1948, this \$55.55 per capita tax payment represented 4.1%, against the national average of 3.6%, indicating that in Minnesota state tax collections in 1949 were above the average both on a per capita basis and in relation to income.

However, it should be pointed out that in Louisiana, state per capita taxes were 8.5% of income payments, in North Carolina 6%, in Oklahoma 6.1%, in South Carolina 5.5%, and in Mississippi 5.4%. It is apparent that proportionate to their wealth some of our poorer states are taxing themselves much more heavily than the wealthier states, which in many cases are taxing themselves for state purposes at much below the average per cent of income payments.

It is well for us to realize, however, that the proportion of the national income being devoted to support of the public schools has lagged far behind the increase in that income. In 1937, for example, when the national income stood at 72 billion dollars, 3.1% of that income went to the support of public school services. In 1947, with income at a 202 billion dollar level, only 2.3% went for school services.

Now let's come a bit more directly to grips with the problem confronting you here in Minneapolis. I was impressed by what was said by spokesmen for your various community groups earlier this afternoon. I was equally impressed by comments made after the session by several of your local citizens. One of them remarked that he felt all the speakers were sincere and would get 100% behind any sound program that might be proposed for improvement of your public schools. He added, however, that the difficulty might come from rank and file members of the organizations who were not equally well persuaded as to the need for community action.

Then later, Mr. Wilson, the principal of this school, replied, in response to a question, that the building hadn't been painted since CWA days—seventeen years ago. So here I had first hand evidence of the need recognized by community leaders which must be brought home to the parents and citizens of your city. I don't pretend to be an expert on the economics of painting. It does seem, however, that the few hundred or thousands of dollars that may be necessary to brighten this building and other school buildings would make them pleasanter places for the six or seven hours daily spent in them by your children. Yet this is only one of the hundreds of areas of need facing your schools.

The problem, then, is that of making needs more generally known and devising ways and means of taking care of them. Obviously, this will require finances. More than this, when it comes to a question of increasing revenues for schools or any other purpose, you may run right smack into these differences between groups and within groups. Some want this kind of tax; others want the other; a third group may say revenue could be increased by more efficient collections of existing taxes. The answer shouldn't be difficult to arrive at if needs are appraised and a program of finance based on sound principle is adopted.

You may be reasonably sure on one point, however: wishful thinking of an impractical nature will not solve the problems that face you here and now. Those who hope to solve local finance problems through federal aid that may or may not be forthcoming in the future are not very realistic. If federal aid is approved the bulk of any finances appropriated will probably go to poorer states. Such finances as may accrue to Minnesota will probably go for the most part to districts poorer than Minneapolis.

State aid has proved to be a mixed blessing. In some states it has been used to improve educational standards and provide greater opportunity in poorer districts. In others, however, such funds have been used to replace rather than to supplement local school funds, with the result that there has been little or no improvement in school services. If Minneapolis is not sharing equitably under your present state aid plan, there would be little point in urging the adoption of additional state taxes. Certainly it would seem to be poor business to support additional levies for school purposes if only a small proportion of additional revenue collected in Minneapolis will be returned to your local schools.

For the immediate future, therefore, it would seem that your local needs must be met through local efforts. For me to say that one tax or another is not efficiently administered at the present time would not be appropriate. Similarly as an outsider it would not be appropriate for me to say that you should consider the adoption of new local taxes. These are decisions that you must make yourselves locally in the light of your own appraisal of your needs.

It should be pointed out, however, that basic principle should be borne in mind when you approach this need for additional revenue, principle which unfortunately has been violated all too frequently at the local, state, and national levels during the past five years.

In 1945 the over-all tax system was more nearly based on the ability-to-pay principle than it has been at any period in our history; approximately 70% of total revenue was derived from direct taxes on income. Since 1945 our tax system has become increasingly regressive. In 1947 only 58% of total tax revenue came from progressive taxes based on the ability-to-pay principle. Higher price levels, together with adoption of cigarette taxes, general sales taxes, and a variety of specific taxes at state and local levels has resulted in tremendous increases in revenues derived from taxes on consumers. With the great majority of our spending units in the income levels below \$3000, this is a trend that is inequitable and spells danger to the economy. This is a trend that can be and should be reversed. Locally for you, the citizens of Minneapolis, it suggests that in revising existing taxes, or in considering additional taxes for schools or any other purpose, emphasis should be placed on securing revenue through progressive tax measures. Soft spots now developing in a number of consumer goods industries suggest the necessity for maintaining consumer purchasing power.

These suggestions I have made may not seem to offer any permanent solution, however, for problems which vary from year to year with changing conditions; the immediate needs must be met while the long range solutions are being worked out. One very definite approach to the long-range overall program of support of public services is the proposal that income taxes—both personal and corporate—should be integrated. The federal government has taxing power not possessed by either states or local communities. Use of this taxing power in the income tax field by the federal government with provision for

return of a substantial share of income tax revenue to the states would do much to eliminate unnecessary duplication, competition, and expense among the states.

...

In conclusion, therefore, I would say that here at this Institute you have done an excellent job

of recognizing and appraising the needs of your public schools. The next task is to decide on the program to meet those needs. I wish you every success in framing that program. I trust it will be a sound and principled program and that it will be given a full measure of community support.

Film Helps Public to "See" Shortage of Qualified Teachers

THROUGH the magic of motion pictures, the University of Wisconsin is helping the people of Wisconsin to "see" the acute shortage of qualified teachers—a shortage which can be remedied only by public awareness.

The University's new film has a dual purpose—to point out the teacher shortage, and to give prospective teachers a better idea of teacher preparation. The film is prepared particularly for high school seniors, their parents, and college undergraduates who may not have decided definitely on a career.

Entitled "Teachers for Tomorrow," this film was written, photographed, narrated, and edited by Charles Schuller, assistant director of the University of Wisconsin Bureau of Visual Instruction.

Schuller, a college teacher for 10 years, devised this unique manner of presenting his doctor's thesis, believed to be the only doctoral thesis ever done on film.

Operating on two premises—one, that the general public has little idea as to how teachers are trained or how they operate, and two, that teacher education vitally needs better public relations—Schuller set to work.

After exhaustive studies he found that the ratio of teachers needed is falling alarmingly behind the birth rate. Schuller illustrates the critical nature of the problem by showing that by 1953, Wisconsin will be short 12,000 qualified teachers. This number was arrived at by combining the number of teachers who will leave the profession for one reason or another, the number of special permit teachers, and the number of additional teachers needed to care for the population increase.

Schuller found that the number of graduating teachers is falling more and more to keep pace with the demand.

He then turned his inquiring eye on what schools that prepare teachers are doing to encourage students and prospective students to make teaching their life work. He also investigated what means these institutions are using to acquaint the public with the critical problems facing teacher education.

"From fourteen returns from the top teacher-training institutions in the nation, I found that only three are set up to do a good job," Schuller declared.

"In nine places the dean of the school of education tries to handle the bulk of public relations alone. Two of the other five have a chairman of the publicity committee; but teaching takes the bulk of his time.

"At only three institutions, of which Wisconsin is one, can the chairman devote 75 to 100 per cent of his time to doing good public relations work."

Schuller also found that of the 592 institutions which belong to the American College Public Relations associations, only about 25 are teachers colleges.

These findings convinced Schuller that some effective, improved means must be found to inform the public on the desperate need for teachers.

Teachers for Tomorrow demonstrates the method chosen by Schuller as one approach to the dual problem. The film portrays good teacher education principles as they are practiced in many institutions over the nation. For the first time on film, teacher education, a highly specialized field, is shown.

Student teachers were photographed at work, practice teaching under experienced educators at Madison schools. After guiding the watcher through a college curriculum for teacher training, Schuller graphically illustrated how far the number of teachers is falling behind the number of pupils.

The film took a year to produce. It showed that, in terms of cost and limited facilities, film production is feasible for other teacher education institutions.

The film is available at the Bureau of Visual Instruction, 1312 West Johnson street, Madison 6, Wis.

INFORMATION WANTED!

INFORMATION concerning anything that your local has been doing to encourage superior young people to choose teaching as a career would be much appreciated by Professor Willard Elsbree and L. C. McArthur, Jr., of Teachers College, Columbia University.

They are attempting to develop a program including three types of activities:

1. Those which will lead superior students now in senior high school to choose teaching.
2. Those of longer range, to develop a receptiveness on the part of gifted pupils of all ages to the idea of entering teaching.
3. Those which will show the profession generally in a more realistic and favorable light.

Any information or suggestions concerning such activities should be sent to L. C. McArthur, Jr., 414 W. 120th Street, New York 27, N. Y.

The Teachers' Union in Italy

By ANNA E. DRIEBUSCH, Local 540, Rockford, Illinois

ONE MORNING during my stay in Rome last summer I went to the offices of *Il Rinnovamento della Scuola* ("Rinnovamento" means "renewal" or "rebirth"). This visit was of special interest to me, as a member of the American Federation of Teachers and a reader of the *AMERICAN TEACHER*, because *Il Rinnovamento* is the official organ of the Sindacato Nazionale Scuola, the Italian teachers' union, which is affiliated with the Confederazione Generale Italiana del Lavoro, the Italian Federation of Labor.

Il Rinnovamento is, therefore, the Italian counterpart of the *AMERICAN TEACHER*. It is published three times a month and costs 20 lire a copy or 600 lire a year. Its officers are located in the very imposing structure which houses other offices of the Federation of Labor across from the American Embassy on the Via Boncompagni.

Everyone in the office was most kind and helpful, anxious to inform me about the teachers' union in Italy. Salvatore Accardo, director of *Il Rinnovamento* and now secretary-general of the Italian teachers' union, speaks no English, so I put my questions to Professors Giuseppe Nardo and Dominico Di Maggio. Professor Di Maggio is national vice-secretary of the teachers' union. Professor Nardo is editor of *La Voce della Scuola*, another educational periodical, and was planning to come to the United States in the fall with the Italian Cultural Mission.

The teachers' union in Italy, I was told, was founded in 1944 by a group of northern teachers under the leadership of Pasquale D'Abbiere and Gesualdo Nosengo, who were teaching in Rome at Liceo Dante and Liceo Cavour respectively. By 1946 it had spread all over Italy and had 150,000 members, of whom about 40,000 were professors and 110,000 teachers in elementary and secondary schools. Because of the poor financial status of teachers in Italy, the members pay no dues as yet, but projects of the organization are financed by the Labor Bank, to which all other unions contribute. A national convention is held every two years, oftener in case of emergency.

As is true in the rest of the world, the Italian teacher is underpaid and underprivileged, and teachers complain that a clerk or worker with no

special training receives more compensation than they. Yet the elementary teacher must have a diploma from a teachers' institute or normal school, the secondary teacher must have four years of university training, and the professor must have his doctorate. For this the teacher can expect to receive from 25,000 to 40,000 lire a month in the elementary school, from 30,000 to 45,000 in the secondary school, and from 40,000 to 60,000 in the university. With the lire at approximately 571 to the dollar, it is impossible for the Italian teacher to meet the rising prices on his more or less fixed income.

* * *

Let us take, for example, the case of Professor Giovanni S., a teacher in a liceo in Rome. Before the war he was able to live in an attractive apartment, had a maid or perhaps two maids, drove a small topolino (Micky Mouse), as the tiny Fiat cars were known, could go for the summer to the mountains or the seashore as he preferred, and in the winter attended the opera and the theater. Not too bad a life! But now all that has changed. When he was released from the British prisoner-of-war camp and came home, he had to move with his wife and child into the apartment of his parents, because in Italy today dwelling space is practically unobtainable because of the bombings and the return of the settlers from the colonies. And if it were obtainable, he could not pay for an apartment on his salary of 40,000 lire a month (approximately \$80). Bread costs 130 lire a kilo, and Italians are notorious bread eaters. A pair of shoes costs 7,000 lire, or half a month's salary. Gone are the little pleasures so dear to the heart of the average Italian, the coffee-shop in the late afternoon, the concert in the evening, dining out twice a week, the opera, and all the rest of it. In fact, Professor S. could not live at all if it were not for the small government subsidy that he is paid for the tropical disease which he contracted in Africa. Is it any wonder then that the teacher complains that he is being squeezed between the upper and lower millstones of the very rich and the proletariat?

It is the aim of the sindacato, or teachers' union, to improve the standard of living not just

for teachers, but for all working people. Furthermore, it seeks to establish a democratic spirit in the schools by following the principles of democracy in the classroom.

It has, on occasion, used the strike as a means of gaining its objective. In March and April of 1947, when teachers were refused the "indemnita di studio," a government subsidy given to all other civil employees, the sindacato struck for

one week. This was enough—when their case was put before the public by clever journalism and radio programs, they obtained the "indemnita."

At its national convention May 15, 1949, the sindacato reiterated its belief in democracy as a way of life, its belief in the dignity of labor, and its determination to teach this philosophy in the classroom.



"NEVER MIND THE ANCESTRY."

Education and Survival

By MARTIN WOLFSON, Local 2, New York, N. Y.

ARE THE schools of these United States facing up to the problem of survival of what we are in the habit of calling Western Civilization? Do the administrators, teachers, and parents recognize the immediacy of the challenges facing us? And, if they do, are they taking the proper measures to assure survival?

Politically, economically, and militarily we seem to be taking constructive steps toward the issue of survival. If these are not yet complete or much that has been done is still subject to change or modification, that is because the nature of the challenge requires it. We must expect our counter-measures against the challenges to be progressive and evolutionary because these challenges are themselves ultra-dynamic. But what about the schools, where millions and millions of our youth are being educated, presumably to the end that they will have their being and pursue their lives in a society still functioning on the foundations of a democratic culture? Are these millions being educated for a life where the problem of survival is the key question? Is anything happening to the structure of the schools, to the management of the schools, to the curriculum, to the books and teaching materials, to the general atmosphere within the school buildings and within the classrooms, to the professional associations, to the preparation of the teachers, to the multitude of ceremonial and ritualistic details that make up a school day, that shows signs that our vast school system is engaged in preparing the youth for a life of thought and action revolving around the question of survival?

Our armed forces are preparing secret weapons in case of actual hostilities. Our Department of State is setting up the necessary pacts and international arrangements. Our industries are being put in a state of readiness. Our propaganda agencies are functioning. Our people are being psychologically readied for defense. Our research and science agencies are properly engaged.

Now what visible evidence is there that our schools are on the job? But what does it mean to put the schools on the job? There need be no fear that when the last call of mobilization is made, our youth will not be ready. The school

as an agency of educating for loyalty functions every day of the school year.

But is this what we want when we talk about "education for survival"? Do we want our schools to follow the traditional paths of indoctrinating merely for the last sacrifice? That has always been true.

A general staff of the armed forces knows precisely what survival means. To a general staff it is a question of material and tangible and measurable forces.

What does survival mean to the administrators and teachers of a school system? Is it psychological and emotional mobilization so that there will be the necessary malleability and docility when the general staff of the armed forces take over? Such a concept and understanding of the function of the schools in the present struggle for survival would be a complete negation of the inner meaning of the contemporary situation that our nation and its friends are in. We are in a situation where we know that our very culture and civilization are at stake. We are in a situation where if we make the schools an appendage of the armed forces, we lose the battle for survival. True, modern wars cannot be fought without a large measure of authoritarian controls. We are willing to submit to them. But, in our schools there must be another element that is separate from and independent of the military. If we give this element away and let it die, we shall have nothing left with which to carry on the era of reconstruction and peace, and our nation will have succumbed to totalitarianism.

What is this element? It is simply the impulse and the elan and the urge that Americans have always had as a people and that has guaranteed the historical route of democracy up to the present moment. We cannot be complacent about this matter. We have been eminently successful in the past in retaining our democracy. We cannot be sure about this in the present struggle, which is a struggle for the survival of a culture and civilization wherein the course of the fighting may transmute our nature from democracy into the evil of totalitarianism. That is a danger today which was not true of the past. Why? The reason for the difference is that our struggle

today is for the very soul of the people of the world. We cannot base our struggle today on the lure of creature comforts. We must convince the people of the world that what we offer is a *good* which their very humanity depends upon, a *good* without which a world of infinite material abundance is poor and wretched. Western civilization is challenged by another civilization that is promising the people of the world a life of earthly joy. In the present scene of world poverty and disease, fear and insecurity, people are susceptible to such appeals. We must therefore counter with the appeal that we bring the tools with which to attain the goods of life but that we bring something more—the integrity of living as free humans. If we lose this comparative struggle of ideals we lose to the enemy. And if in the struggle we forget that this is a comparative struggle of ideals, we may win the physical war but lose it in the ultimate sense.

* * *

Here is where our schools enter the picture with their real function in the present struggle for survival. Our schools must be the vehicle or the instrument or the depository of the ideal component of the current struggle. In our schools we must keep alive and fresh the minds of our youth so that in the fierceness of the struggle the ideal essence is not only kept alive but functioning and ever ready to grow into the novelties

which a democracy brings as its essential potency.

The current struggle for survival is expected to take up a long time of the future of the human race. Our schools have, therefore, a long-spanned course to take. This requires perspective, vision, flexibility, and all the elasticities of mind and of institutional structure that we desire from the dynamism of a democracy. It is an educational know-how that we must begin to learn right now. We have the tradition for it. But we must now deepen and intensify this tradition.

If in the attempt to construct the educational defenses in our struggle for survival we lose our heads and allow our spirit to shrivel up, we will but build up a garrison wall which will turn out to be a self-imposed and self-incarcerating garrison. There are signs of such stultifying pettiness and crabbedness. They are the product of small minds not capable of growing up to the requirements of a struggle for the survival of a culture and civilization grounded in the ideal parts that make up the structural relations of a democratic order. We must make sure that such planners of educational defense blueprints are immediately displaced. We must immediately find those people who possess the enginery suitable for a time of catastrophe where the flood is rushing upon the dams of a civilization which we cherish and which we must save.

AFT Fights Segregation In Suit before U.S. Supreme Court

By MORRIS COHEN, Local 2, New York City

THE American Federation of Teachers has requested leave to file a brief as *amicus curiae* in the McLaurin and Sweatt cases now before the Supreme Court of the United States.

The question presented by these two cases is whether the segregation of Negroes in public educational institutions as practiced in Texas and Oklahoma violates the Fourteenth Amendment. We believe it does. We believe that a favorable decision in these cases will strengthen the democratic way of life. Our brief pleads for the establishment of equality in the enjoyment of basic civil and political rights and the preservation of these rights from discriminatory action on the part of the states on the basis of race or color.

Supported by statistical data it shows that

segregation in public institutions of learning inevitably results in inferior educational opportunities for the Negro. Quoting from W. Harden Hughes' *The Negro and Education*, the brief states: "The contrasts in support of white and Negro schools are appalling—the median expenditure per standard classroom unit in schools for white children is \$1,160 as compared with \$476 for Negro children." Can American democracy stand the strain of perpetuating such an undemocratic situation? Can the nation bear the social cost of utilizing only a fraction of the potential contribution of so large a portion of our population?

Our brief further points out that segregation in public institutions of learning deprives the

Negro student of an important element of the educational process—that which comes from free and full association with other students in the school. To restrict that association is to deny full and equal opportunities in the learning process. Psychologists maintain that learning is an emotional as well as an intellectual process; that it is social as well as individual; and that it is best secured in an environment which encourages and stimulates the best effort of the individual and holds out the hope that this best effort will be accepted and utilized by society. It is hopeless to combat discrimination simply by providing sufficient self-esteem for members of minority groups as individuals. The discrimination is directed against them as *group* members and only by raising their self-esteem as *group* members to

the normal level of equal opportunity in a democracy can a remedy be effected.

The AFT believes that each individual should participate, without barriers of race, creed, or national origin, as a full-fledged member in the home, the school, the community, the state, and the nation. Accordingly, our brief concludes that "any restriction, particularly in the form of segregated and discriminatory schooling, which prevents the interplay of ideas, personalities, information, and attitudes, impedes a democratic education and ultimately prevents a working democracy." Segregation denies the equal protection of the laws mandated by the Fourteenth Amendment. The Supreme Court should end the violations of this mandate and grant McLaurin and Sweatt the relief they pray for.

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APPLICATION FOR SCHOLARSHIP FOR A.F.T. WORKSHOP

awarded by

Committee for Democratic Human Relations

The American Federation of Teachers has made available a scholarship of \$100.00 to cover the costs of tuition and living expenses of an AFT member attending the AFT Workshop at Madison, Wisconsin.

This scholarship is awarded in the hope that it will aid the recipient in strengthening the practice of democratic human relations within his or her local and its community. It is also hoped to facilitate the development of favorable public opinion regarding labor unions and their aims.

Name

Address

Present teaching position

Professional affiliations

.....

.....

Labor affiliations

Community activities

Remarks (May be a statement of reasons for application)

.....

.....

.....

Mail application (by May 15, 1950) to

**Miss Layle Lane
226 W. 150th Street, 2J
New York 30, N.Y.**

For further information regarding the purposes of the scholarship kindly write to Miss Lane, chairman, Committee for Democratic Human Relations.

The Human Relations Front

By LAYLE LANE, Chairman of the Committee on Democratic Human Relations

"And I am aware also that they who think systems can be better than the people in the system would sneer at grace and good will. That an individual might try in his own personal life to pay back an obligation to past generations who have bestowed so much upon him seems only a romantic gesture to those who think change is brought about by new systems, not by the quality of human growth."—LILLIAN SMITH in "Killers of the Dream."

DEBITS

The California Employment Service reported recently that requests for workers in the durable and non-durable goods industries in the San Francisco area indicated that 75% of the employers do not want Orientals and 90% do not want Negroes. In Seattle, the placement division of the University of Washington reports that placement of members of racial minority groups in private industry is difficult, if not impossible.

* * *

The December bulletin of the Anti-Defamation League carries a story on Einar Aberg, a Swedish propagandist of anti-Semitism. His leaflets against Jews have been mailed to many American business firms from Boston to Los Angeles. *Women's Voice*, *Gentle News*, and *The Individualist* are American magazines which have reprinted Aberg's materials.

* * *

In the annual report of the Surgeon-General of the U.S. Public Health Service, Dr. Leonard Scheele writes that there are six major cities in the U.S. where slum conditions should cause real indignation. "In the nation's capital the tuberculosis death rate among the people in its squalid slums was 99% higher than for the rest of the population; the pneumonia rate was 25% higher."

* * *

The Missouri Supreme Court held that property owners who sell to Negroes in a racially restricted area may be sued for breach of contract. The court held that a U.S. Supreme Court decision that restrictive covenants are not enforceable in courts did not cover the question of suits for breach of contract.

* * *

Immigration Minister Calwell of Australia refused to permit a Filipino sergeant to visit his Australian wife. He explained that if permission were granted in that case, U. S. Negroes would have to be admitted.

* * *

A Congressional sub-committee studying low-income groups finds that 10 million American families receive an income of less than \$2,000 a year. The Acting Federal Security Administrator, in testimony before the sub-committee, showed that only 38% of the heads of families of the lowest income group had gone beyond public school and only 6% beyond high school. "For every boy and girl who now manages to get to college, there is at least one more equally able and equally ambitious who does not."

CREDITS

Governor James Folsom of Alabama in a Christmas message appealed to citizens to do more than talk on the subject of the Negro. "Negroes constitute 35% of our population in Alabama. Are they getting 35% of the fair share of living? Are they provided with sufficient professional training which will produce their own men and women who can pave the way for better health, greater earning power, and a higher standard of living for all? There has been too much negative living—too much stirring of old hatreds and prejudices and false alarms."

* * *

The South Carolina Federated Forces, a church group, stated in a recent bulletin: "Any Protestant church is justified in expelling from membership anyone who unites with the Ku Klux Klan or subscribes to its doctrines of hate, prejudice, and the use of force. The cross was meant to be borne, not burned."

* * *

The Office of Military Government for Germany has published, as No. 11 in its Visiting Experts Series, "Trade Unions and Public Education in Western Germany," by AFT Secretary-Treasurer Irvin R. Kuenzli. Mr. Kuenzli states: "There is evidence that the new German labor movement is awaking to the fact that a free public school system controlled largely by the people of the community, of which labor is a large part, is essential to the successful operation of a democratic government."

* * *

In December, 1949, the City Council of New York voted "to bar discrimination in all publicly assisted housing." This is interpreted to mean not only public projects but also those which are tax-exempt or which are on land assembled by the city for private housing.

* * *

A federal district court in Birmingham, Ala., ruled that the racial zoning ordinances of Birmingham are unconstitutional. Judge Mullins enjoined the city, in line with U.S. Supreme Court decisions, from enforcing its zoning ordinances.

* * *

The State Nurses Association of Arkansas voted, in its 1949 convention, to accept Negro nurses in full membership. This action reduces to six the number of associations which still refuse membership to Negro nurses: those of Georgia, Louisiana, Texas, Virginia, South Carolina, and the District of Columbia.

BOOKS AND TEACHING AIDS

Facts and Figures on Segregation In Our Nation's Capital

SEGREGATION IN WASHINGTON. *National Committee on Segregation in the Nation's Capital.* 4901 Ellis Ave., Chicago 15, Ill. 96 pp. 75 cents plus 10 cents mailing costs. Rate to teachers for quantities of 20 or more, 25 cents a copy.

This condensation of the research monographs and original documentation of the findings of the National Committee on Segregation in the District of Columbia paints a vivid portrait of the endless ways in which the Negro is robbed of first class citizenship. The great body of facts and figures which support the evidence reveals a state of affairs that can truly be called shocking.

There is presented, both verbally and pictorially, account after account of Negroes who are the victims of planned segregation, forced to occupy the worst housing in the worst neighborhoods, and assigned to the meanest and lowest paying jobs. Both factors of housing and employment are positively correlated with high death rates from tuberculosis. An alarming corollary of these facts is that the life expectancy of a Negro in Washington, D.C., is ten to twelve years less than that of a white resident.

In meticulous detail the pamphlet considers the seriousness of the Negro's position in employment today as compared with the rights he had prior to 1860. Quoting directly we read:

"In the days of slavery, many skilled Negroes were able to buy their own freedom and that of their kinfolk. Partly from this cause, the number of free Negroes doubled in Washington in the thirty years before 1860. There were many skilled carpenters, bricklayers, shoemakers, stonemasons, wheelwrights, blacksmiths, plasterers, printers, cabinetmakers, cab drivers and draymen.

"Today many of these rights have been lost as the Negro has been relegated to potato peeling jobs in the kitchens of large hotels and restaurants. Segregation in employment lists the fact that in 1940 three-fourths of all Negro jobholders were employed as laborers, domestics or service workers against one-eighth whites employed in these categories. Just as the Negro is expected to eat standing up at downtown lunch counters, so he is expected to work standing up or in a kneeling position."

An account of the findings of a visitor from Denmark to Washington brings out the alarming disparity between principle and practice. This is particularly penetrating when one scans the part the government plays with respect to Negroes by its patterns of exclusion and segregation.

The report points out that the dual system of public education is basic to discrimination elsewhere. It is clear that when the public schools of the capital are used to divide citizens on racial lines, and worse, to

justify it, then the time has come to consider what kind of an America we want to build for the future.

Segregation in Washington has been written in an easy, readable, narrative style that would make for enjoyment were not the subject such an alarming one. Over a dozen charts explore the subject, from the reception Washington gives to its dark-skinned foreign diplomats to that which it gives its native citizens in hotels, theaters, restaurants, and in the domains of health, housing, religion, recreation, employment, in and out of the government service, and in the school system.

If the Negro, Benjamin Banneker, who surveyed the city of Washington as a member of the L'Enfant Commission, appointed by President George Washington, returned to the capital for a visit, he would be met with shocking surprises and in bewilderment and confusion it might well be that on a deserted park bench, he would read again the last part of a letter he received long ago:

"I am with great esteem sir,
Your most obedient servant.
Tho. Jefferson."

The report ends on a note of challenge to the policy makers of Washington: "We must mean what we say and give people of all races and colors an equal chance to life, liberty and the pursuit of happiness. We must arrange it so that children, both white and colored, can stand together as they look at the Stars and Stripes and recite:

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation Indivisible, with Liberty and Justice for All."

MARCELLINA G. JACKSON,
Local 27, Washington, D.C.

How School Experiences Can Aid In Developing Democratic Citizens

DEMOCRATIC CITIZENSHIP AND DEVELOPMENT OF CHILDREN, by Grace Weston, Elmer F. Pflieger, and Mildred Peters. Sponsored by the Detroit Public Schools and Wayne University. 43 pp. 50 cents, discounts for larger quantities. Copies may be obtained by writing to the Citizenship Education Study, 436 Merrick Ave., Detroit 2, Mich.

This little pamphlet is a "must" for every progressive administrator and teacher. It begins by defining the rights and obligations of the individual in a democratic society, and the means available to him for the realization and exercise of these; then proceeds to analyze the developmental characteristics of children, physical, social, emotional, and learning, in four age groups from six to eighteen, and to show how school experiences aiding boys and girls in their growth as democratic citizens can be selected by evaluating them in

the light of meeting these characteristics and needs at each particular age level. The same framework may be used to analyze individual and group problems and aid in their solution.

A very fine bibliography on Democratic Living and Developmental Characteristics and Needs of Boys and Girls completes the pamphlet.

SEMA WILLIAMS HERMAN, *Local 1, Chicago*

A "Freedom Pamphlet" On Civil Rights

CIVIL RIGHTS: BAROMETER OF DEMOCRACY.

Freedom Pamphlet, by Edward J. Sparling. *Anti-Defamation League of B'nai B'rith*, 327 S. La Salle St., Chicago 4, Ill., and 212 Fifth Ave., New York 10, N.Y. 48 pp. 25 cents.

Dr. Sparling, the founder and first president of Roosevelt College of Chicago, calls civil rights both the keystone and the barometer of democracy—a democracy founded upon freedom, equality, and the affirmation of the dignity of the individual. To him the defense and extension of civil rights are more than political necessity. They are a moral obligation that stems from the spirit which formed our country.

There is detailed discussion of the four fronts on which the civil rights battle should be fought simultaneously. The President's Committee on Civil Rights has called these fronts the right to safety and security of person, the right to citizenship and its privileges, the right to freedom of conscience and expression, and the right to equality of opportunity.

Excellent graphs give the reader a clear picture of the terrorism against Negroes in Chicago and the insidiousness of the quota system shown in the percentage of Jewish students in professional fields.

A plea is made for equality of opportunity for all people. In the realm of politics the poll tax must go. In the field of economics a strong FEPC must be enacted. In society segregation must go. In the educational world the abolition of quotas, economic barriers, curricular restrictions, undemocratic administrative control of schools, and the establishment of a Fair Educational Practices Law are a necessity.

The formulae for enduring stability call for bold, long-range programs for the development of our resources, the rebuilding of our cities, the elimination of our slums, and the provision of full and equal opportunity for health, education, and security for all people.

MARCELLINA G. JACKSON.

Local 27, Washington, D.C.

To Develop an Understanding Of World News Events

A PROGRAM OF INFORMATION ON WORLD AFFAIRS, by J. Edward Gerald, director, and Edgar B. Wesley, adviser. Sponsored by the *Minneapolis Star*. A 44-page study guide, \$2; weekly test sheets, one cent each, plus a 10-cent mailing charge.

This program, begun three years ago, was planned to increase interest in and understanding of world news events in the classroom. It is designed for students in

grades 7 through 12 and the first two years of college. In addition to daily papers and student weeklies, the recommended study materials include a series of booklets which could be purchased individually, but which have been collected by the Bacon Pamphlet Service, Northport, N.Y., thereby saving the busy teacher the trouble of sending to a number of publishers. Cost of the test sheets, which are prepared weekly, may be saved if the school wishes to duplicate the sample test which will be sent each week on request. Among the topics for the 1949-50 program are: Shifting Fronts in the Cold War; Communism: Its Strength and Future; World Economic Systems; Law or Chaos in World Trade; How the World Gathers Its News; and Do Armaments Help Keep the Peace?

The program was used last year in more than 1300 schools in the Midwest. Newspapers currently sponsoring the program with the *Star* are the *Denver Post*, the *Des Moines Register*, *Toledo Blade*, and *Portland (Oregon) Journal*. Complete information is available by writing World Affairs, Minneapolis Star, Minneapolis 15, Minn.

As the Soviet Citizen Sees Us

OUT OF THE CROCODILE'S MOUTH. Russian cartoons about the United States from *Krokodil*, Moscow's humor magazine. Edited by William Nelson. *Public Affairs Press*, Washington, D.C. 1949. 116 pp. \$2.50.

This volume represents one of the educational weapons employed by the Soviet government in its campaign to teach its people to hate the United States. *Krokodil* is a magazine which has a wide circulation among the Russian public; its purpose is "agitation"; it includes cartoons and short satirical verses; and it is the only humor magazine in the Soviet Union. Close to one-half of the contents of each issue now concerns the sins of America, according to the introduction to this volume. Moreover, it is pointed out that the vigor of the attack shows that the Russian people are not easily taught to hate the United States. The present volume is a collection of about two-thirds of the cartoons of this nature which have appeared in *Krokodil* in the three years of the cold war since 1946.

The Story of American Labor

LABOR IN AMERICA, by H. U. Faulkner and Mark Starr. Revised edition. *Harper & Brothers*, New York, N.Y. 377 pp. \$2.00.

Social science teachers in high schools and junior colleges will welcome the new revised edition of this popular and readable text. The story of labor is vividly and rapidly sketched, from its early beginnings in Colonial America to the present. Included in this edition is the account of the role of labor in World War II and the impact of the Taft Hartley Act.

This excellent review of American labor is still the best introduction to the study of the historical, political, social, legal, and economic factors of trade unionism—a must for high school and college libraries and teachers' book shelves.

To Develop Democratic Attitudes In the Primary Grades

GRADE I

Songs

"Friends," *Tuning Up*, Ginn & Co.

"Take a Neighbor for a Partner," *The Instructor*, Feb. 1949.

"Good Morning, Good Neighbor," by Sema W. Herman, *American Childhood*, Feb. 1950.

"How Do You Do, My Partner," *Songs for Little Children*, D. C. Heath & Co.

Poems

"The American Way" and "Friendly Neighbors," in an article entitled "Verse and Song for Democratization," by Sema W. Herman, *Elementary English*, Oct. 1948.

"A World of Neighbors," by Sema W. Herman, *American Junior Red Cross News*, Feb. 1949.

"Just the Same," in an article entitled "Early Democratic Training," by Sema W. Herman, *Elementary English*, Oct. 1949.

Stories to Be Read to Children

"Two Is a Team," by Jerrold and Lorraine Beim, Harcourt, Brace & Co.

Plays

"Two Is a Team" may be dramatized by the children.

"Good Neighbors," by Sema W. Herman, *The Instructor*, Feb. 1949.

GRADE II

Songs

"My Country," *Tuning Up*, Ginn & Co.

"It's American," by Sema W. Herman, *The Instructor*, Feb. 1949.

Poems

"Neighbors," by Helen Wing, *The Instructor*, May 1949.

"My Neighbors," by Sema W. Herman, in an article entitled "Verse and Song for Democratization," *Elementary English*, Oct. 1948.

"This, My Promise," by Sema W. Herman, *American Junior Red Cross News*, Feb. 1950.

Stories to Be Read to Children

"Charlie's Chance," by Martha Ward Dudley, *American Junior Red Cross News*, Feb. 1949.

Plays

"The Fabric of Our Flag," by Sema W. Herman, *American Teacher*, Feb. 1949.

GRADE III

Songs

"Songs of Friendship," by Irving Caesar, 1619 Broadway, New York 25, N. Y.

Poems

"Beginnings," by Bessie C. Bawley, *Grade Teacher*, June 1949.

"Democracy," by A. L. Von Tungeln, *Grade Teacher*, Apr. 1949.

"My Brother," by Marian L. Adams, *Grade Teacher*, Mar. 1949.

Stories to Be Read to Children

"Juan-John," by Gladys M. Relya, *American Junior Red Cross News*, Apr. 1949.

"Bright April," by Marguerite De Angeli, Doubleday.

Plays

"Little Friends from Far and Near," by Ellen Peterson, *Grade Teacher*, Dec. 1948.

"Our Borrowed Christmas," by Gladys B. Ashour, *Grade Teacher*, Nov. 1948.

SEMA WILLIAMS HERMAN, *Local 1, Chicago*

A Comprehensive Catalog Of Educational Recordings

Educational Services offers a free catalog in which you will find a comprehensive list of recordings from outstanding educational recording companies. The recordings, classified according to subject, are in the fields of foreign languages, geography, history and civics, literature, drama, poetry, music, and speech. For copies of the catalog write to Educational Services, 1702 K Street, N.W., Washington 6, D. C.

Miscellaneous Materials

● The American Council on Race Relations, 4901 Ellis Ave., Chicago 15, Ill., issues and keeps up to date a series of bibliographies listing materials pertaining to the problems of minority groups. The following are currently available at 10c each: *Minorities and Intergroup Relations*, *Discrimination in Employment*, *Legislation Affecting Minority Groups*, *Discrimination in Housing*, *Discrimination in Education*, *Community Organization for Intergroup Relations*.

● CHILDREN OF MIGRANT WORKERS. 8 pp. National Citizens Council on Migrant Labor, 132 Third St., S.E., Washington 3, D. C. Single copies 10c, 25% reduction for lots of 50 or more. Includes a program for the children of migrant workers and seven series of questions for evaluating the problem of adequate care for the children at the local level. Classroom teachers will be especially interested in two series on school attendance of the children.

● REQUIREMENTS FOR CERTIFICATION OF TEACHERS, COUNSELORS, AND ADMINISTRATORS FOR ELEMENTARY SCHOOLS, SECONDARY SCHOOLS, AND JUNIOR COLLEGES by Robert C. Woellner and M. Aurilla Wood. University of Chicago Press, 5750 Ellis Ave., Chicago, Ill. 1949. \$3.50

Accurate information is given for each state. This publication is especially useful for teachers planning to move from one state to another.

● MOVING AHEAD WITH MUSIC. Issued by the American Music Conference, 332 S. Michigan Ave., Chicago 4, Ill. 1949. 16 pp. Single copies free. A manual designed to serve as a guide in developing or broadening school and community music activities. Comprehensive step-by-step suggestions are given.

NEWS FROM THE LOCALS

Salary Increase Puts Milwaukee Teachers In That Desirable \$5000 Group for 1950

252 MILWAUKEE, WIS.—Final action putting into effect a new salary schedule for teachers, principals, supervising staff, and recreation directors and instructors was taken by the Milwaukee Board of School Directors on December 6. This action moves Milwaukee teachers into the \$5000 class for the first time. Maximums in the various divisions were increased from \$300 to \$400, while automatic increments were changed from \$150 a year to \$200.

The Milwaukee Teachers Union, AFT Local 252, backed the proposal from its inception, as another step in its long-term salary program undertaken in 1947, which was published in booklet form and distributed to all Milwaukee teachers.

Negotiations for salary adjustments for school personnel had been under way since September. A number of proposals had been submitted by various teacher groups, but the Board gave little indication as to what policy it might follow. At informal sessions and special meetings the various proposals were considered, but none received any considerable support. The \$200 across-the-board raise advocated by the non-union groups apparently got nowhere, and no school director rose to support it.

The new salary schedule will go into effect January 1, 1950, but increment anniversary dates will remain the same.

Praise Local for Help In Winning School Levy

250 TOLEDO, O.—Much of the credit for the success of the school levy campaign in Toledo goes to Local 250, according to a letter of appreciation received from the superintendent. The sincere interest of the teachers in the welfare of the children was evidenced during this campaign and brought the appreciation of the PTA as well as the school administration.

Moreover, teachers and principals are also to be called in for consultation with architects in planning the new school plants.

Non-Degree
Minimum\$2,603*
Maximum\$4,403
Increments: 9 of \$200 each.

Bachelor's Degree
Minimum\$2,803
Maximum\$4,803
Increments: 10 of \$200 each.

Master's Degree
Minimum\$2,903
Maximum\$5,103
Increments: 11 of \$200 each.

18 Credits Beyond Master's
Maximum\$5,303

*Figures in all cases include the \$1,203 cost-of-living adjustment.

Administrators Also Get Raise

Principals and supervisory personnel also were given proportionate increases, so that all instructional employees benefited by the Board's action.

Earlier this fall, the Instruction and Finance Committees had adopted changes in the schedules for recreation instructors and directors along the lines requested by the Milwaukee Teachers Union.

New cost-of-living adjustment figures go into effect January 1, as will the \$120 special adjustment which was voted to offset the drop in the normal index figure adjustment. The net effect of this action will be to maintain the cost-of-living at about its present figure.

High School Produces UNESCO Project Leaflet

930 PAWTUCKETT, R. I.—The East Senior High School of Pawtucket has organized a club "dedicated to the ideals of UNESCO" and several projects have been carried out. Project No. 4 is a pamphlet issued at Brown University. This study of the UNESCO program and of Great Human Documents is supplemented by the very practical activity of sending delegates to Lake Success. This alert group of "UNESCO Thinkers" is under the able sponsorship of Dr. Benilde W. Leoni.

Pay Inequity Stirs L.A.

1021 LOS ANGELES, CALIF.

The practice teaching program in Los Angeles is arousing concern among members of Local 1021. Although information is still incomplete, the situation seems to indicate discrimination in the remuneration allowed teachers who accept the burden of assisting in the teacher training program of different institutions. If a student is assigned from UCLA, USC, or Occidental College, the teacher is paid from \$20 to \$30 a semester for the additional work entailed in directing student teaching. However, teachers participating in the program of the State University not only receive no compensation but are expected to take certain required courses at their own expense. Teachers are told that they are free to accept or reject students from the state institution, but there is some complaint that pressure is exerted in cases where teachers find themselves unable to accept this extra burden. Obviously such a condition will be reflected in a lowering of morale and affect both teachers and pupils. The union is, therefore, justifiably concerned.

Pittsburgh Pays Its Way

400 PITTSBURGH, PA.—Pittsburgh has a regular plan for the compensation of teachers who undertake the guidance of practice teachers. The regular teacher receives \$50 per term for directing the work of one or two students and an additional \$25 for each student above two. In addition, the teacher receives four free credits for this work from the University of Pittsburgh.

Smith Leads Tenn. AFL

246 CHATTANOOGA, TENN.

—Stanton Smith, former AFT vice-president and active member of Local 246, has been elected president of the Tennessee State Federation of Labor. For several years he had been the secretary of the central labor body of Chattanooga.

Remember back in 1933 when Stanton and Nancy Smith brightened the AFT convention in Milwaukee by spending their honeymoon there?

Laughton's Program Applauded

504 WAUKEGAN, ILL.—The presentation of Charles Laughton, of screen, stage, and radio fame, to the community of Waukegan, Illinois, by AFT Local 504, scored a notable "first" for this organization. Backed by a strong and active membership, this local attempted the project for the sole purpose of serving the community in a non-profit undertaking of high calibre and cultural interest. It put itself "out on a limb" financially, and encountered some of the opposition that is often labor's dose.

However, the end result spelled "success" from every angle—most particularly in the way of prestige, good will, commendation, and publicity gained for this teachers' group.

Letters and calls of approval, in a most gratifying number, praised this effort at service, as well as the fine choice of program. Many people were awakened to the existence of the teachers' local as never before, and were interested in this evidence that a teachers' union aims to foster not only the material betterment of its members but their professional growth, and the social and cultural improvement of the community.

Charles Laughton
Lawrence Brainard
hospitality chairman
Rosemary Haddock
publicity chairman
Evelyn Taylor
ticket chairman
(seated)
Melba Wixom
general chairman

Photo by Ed. Meslow
Local 504



Mr. Laughton's matinee performance for the students of Waukegan and surrounding area was of the informal, "down-to-earth" variety that won his teen-age audience immediately. His evening performance showed him at his very finest. He carried his audience to the heights of religious devotion with his beautiful Biblical readings; he tickled every "funny-bone" with the humor of his quips, his fables, and his incomparable reading of the *Pickwick Papers*; he in-

spired everyone with the profundity of his Gettysburg Address, thrilled them with his recreation of Captain Bligh, and showed them a Shakespeare that only a very few ever meet.

Local 504 is still a bit breathless over its triumph, but having learned many lessons, and gained the vitalizing approbation of the public, it is already looking forward to a similar undertaking next season.

Kathleen Heaton

Concerted Union Effort Wins Tenure Victory

1016 DEER LODGE, MONT.—A tenure victory was recently won by organized labor in Montana when Thomas Newland, president of the Deer Lodge local, was reinstated in his position as science teacher at Powell High School.

Last spring Mr. Newland was informed that he would not be rehired because the school trustees "believe they can secure a better and more efficient teacher than you for the ensuing year."

Organized labor, including the Montana Federation of Labor, came to the support of Mr. Newland. Its representatives at several public hearings on the case pointed out that although the new state tenure law requires that "the specific reason or reasons" be given for failure to re-employ, the reason given in this case might apply equally well to any faculty member of any school system.

One of the board members asserted at a meeting with the trades and labor council:

"You are going to ask me the reasons behind the reasons as to why Tom Newland is not a good teacher and as to that I am not going to tell

you. . . . I believe we can find a better teacher than Tom Newland but I am not going to tell you the reason why."

The high school principal, however, testified that complaint had come to him because Mr. Newland, instead of setting up his chemistry equipment after school, had left his pupils alone in the library while he made his laboratory preparations in the morning. Mr. Newland testified that because the student driver training course which he taught during the last period in the afternoon often continued well after normal school hours, it was impractical for him to return to the building afterward to work in the laboratory.

After two appeals for reinstatement had been made to the board, an appeal was made to the county superintendent. Before a reply was received from him, the board reinstated Mr. Newland, who commented:

"I am firmly convinced that had it not been for the local, state, and national labor unions, all of which have worked valiantly for my reinstatement, the cause would have been lost."

Retired Get Memberships

1004 FOND DU LAC, WIS.—At a recent meeting of Local 1004 the motion was passed to give honorary membership to members of the local who are in good standing and who retire because of reaching the retirement age. A short report was given by a member who attended several sessions of the AFT Workshop held at the University of Wisconsin during the summer. Several new members were welcomed and the membership chairman reported that the total membership now includes more than half of the local teaching staff.

Union Members Excel In Principals' Exam

1 CHICAGO, ILL. In the last principals' examination given in Chicago, 80% of the 153 successful candidates were members of the AFT. But why should that be surprising? Of course, if they are wise enough to see the importance of AFT, they would be intelligent enough to meet the requirements for the principalship!

Teachers' Right to Choose Affiliations Tested in Mound, Minnesota, Schools

926 MOUND, MINN.—During the past three years, since Mound Federation of Teachers was organized, teachers have been excused from school to attend either Minnesota Education Association or AFT educational conferences without being a member of MEA.

This year the school board issued a series of weekly bulletins to teachers urging them to join the MEA and finally announcing that only MEA members would be excused to attend the educational conferences on Oct. 27 and 28, 1949. Teachers who were not MEA members but then were to report to their rooms as on regular school days.

The welfare committee of Local 926 wrote a letter requesting permission to attend the AFT conference specifically. However, the board reply made no direct answer, merely stating that "no change or additions should be made at this time relative to their action pertaining to excusing members of the faculty for the MEA convention."

At the request of the welfare committee a special board meeting was held at which the request for per-

mission to attend the AFT meetings was repeated. No action was taken because only four of the six members of the board attended the meeting, but teachers were informed that they might attend AFT meetings if they joined the MEA.

No other meeting of the board could be arranged and the president of 926 was told that previous rulings must stand. The twelve teachers who were AFT members but not MEA members reported to school on October 27 and 28. On Thursday fifteen teachers who were members of both AFT and MEA remained at school in silent protest.

The Commissioner of Education of Minnesota has issued the following statement on the situation:

"The policies of the State Board of Education, and so far as can be ascertained the statutes of the State of Minnesota contain nothing which would give a local school board the authority to require or prohibit membership in the Minnesota Federation of Teachers or any other teacher organization established under the laws of the state."

Public Relations and Teacher Welfare Hold Attention of Birmingham Local

563 BIRMINGHAM, ALA.—An excellent job in public relations is being done by the Birmingham local. Its president served as a speaker for the Community Chest drive and as AFL representative for the Red Cross Drive. In addition the BFT has aided the Birmingham Federation of Labor in the formation of classes in Workers' Education and has supported a community campaign for the Negro Maternity Hospital. Neither is this alert group any less outstanding in its cooperation with local and state officers concerned with school affairs, for members of 563 have conferred both with the local board of education and with committees of the state legislature on educational matters. Their program for teacher welfare is sound and reasonable; its statement of teachers' rights is a clear example of this attitude:

"1. Teachers should be guaranteed all civil and political rights to which the ordinary citizen is entitled.

"2. All hearings on programs, legislation, and administrative changes should provide for the participation

of the classroom teacher independently of the administrators, and in cooperation with them in similar interests.

"3. Academic freedom in teaching the truth of the subjects assigned should be preserved, for Democracy in Education."

Grant Liberal Sick Leave

921 DAYTON, O.—A new sick leave schedule has gone into effect in Dayton, so that teachers now have 120 days' cumulative sick leave in addition to days off for funerals or other emergencies. The 12 days per year are given at the beginning of each year and do not have to be earned under the new law. This makes the Dayton law one of the best in the state.

A Timely Reminder:

Writing in the *Los Angeles Citizen*, Walter Thomas, 1021, says, "Our dues dollar (AFT) buys a great deal. Members of other unions pay much more for their privilege of affiliation with labor."



SUMMER SESSION

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Labor's Struggle for Our Educational System Cited by Layle Lane at Carver Dinner



Mrs. Jane Lett, principal; Miss Lane; Clinton Fair, Legislative Secretary to Gov. Williams; Mrs. Jane Love, superintendent of Carver School; Standing: Miss Elizabeth Nelson, president of Local 964.

964 FERNDAL, MICH.—At a dinner meeting of the Carver School Teachers' Federation Miss Layle Lane, AFT Democratic Human Relations Committee Chairman, spoke on "Why Teachers Should Join the Labor Movement." She called attention to the fact that free education and the public schools were not acquired without a battle.

"A workingmen's committee of Philadelphia in 1829 drew a model outline for a system of free education that would be a credit to experienced educators," she continued. "Newspapers attacked the public school aim as an impractical dream. The *National Gazette* of Philadelphia was typical of this attitude; they vowed that 'the public school would place a premium on idleness' and was incompatible with the very organization and being of civil society." But Labor fought then and has con-

tinued its fight for free education; it is now supporting the interests of public education even as it did in the early days of our republic. By means of cooperation with this friendly force, teachers are winning better working conditions, higher pay, and general improvement which in turn benefits the nation's children.

"Finally," she stated, "in the present confusion of values, there is in the labor movement in America today, an element to fight injustice and wrong. The strength, the intelligence, and the vision with which it can combine the fight for economic democracy with that for human rights will determine whether man can win over brute force. That fight will need every worker . . . every teacher.

"But security with freedom and human dignity is worth more than that cost!"

Learn Politics, Teachers!

111 PORTLAND, ORE.—Honorable Hubert Humphrey, Senator from Minnesota and AFT member, recently conferred with the executive council of the Portland union. He discussed practical methods of winning elections, emphasizing the part that can be played by teachers, not only in school elections but also in other political campaigns. If people wish good government in Washington, D.C., he stated, they must begin by cleaning up local units of government.

Several representatives of the State Federation of Labor were guests at the conference.

Workshop Held in Indiana

662 CALUMET TOWNSHIP, IND.—Members of ten AFT locals attended a workshop sponsored by the Lake County Council of Teachers' Unions. The theme, "Education for Democracy, Democracy in Education," was discussed by ten sub-committees, five using the first part and five the second part of the topic. Home and school relationships were analyzed by the representatives of Local 662. Significant among the conclusions was the thought that mutual respect and faith should form the basis of parent-teacher cooperation. Many favorable comments on the meeting were made.

Labor Group Supports Teachers' Salary Request

833 WEST NEW YORK, N.J.—Joseph G. Quinn, president of the Hudson County Central Labor Union, promised the support of labor to the campaign of the West New York Teachers Union for a \$400 increase for teachers. The police and firemen have received an increase by referendum vote at the last election, but the teachers' request for an increase has been before the board for almost a year without action because of a lack of funds, according to the statement of the president. The union leader declared, "Labor is unqualifiedly behind the teachers' insistence upon equal treatment with police and firemen in the matter of salary raises."

New York Guild Hires Experienced Organizer

2 NEW YORK, N.Y.—The Expansion Fund of the New York Guild has made possible the hiring of Elizabeth Irwin as full-time organizer. At the lady's request the Guild has adopted the chummy title of "Liz Irwin" for this capable educator, speaker, and trade unionist. She has been a classroom teacher in Oklahoma and Michigan, is thoroughly informed on matters concerning the AFT, and has done organizational work for the Michigan Federation of Teachers. Guild members now have a real resource in carrying out their program for expansion, and we shall watch their progress with great interest.

The expansion fund was built up through special contributions from individual members amounting to as much as one-percent of a year's salary, paid over a three-year period.

Colorado Labor Director Gets Wisconsin Post

858 DENVER, COLO.—The former director of research and education for the Colorado State Federation of Labor, Robert W. Ozanne, has been appointed instructor in the University of Wisconsin School for Workers. Mr. Ozanne taught a course on labor organization and management for the industrial relations department of the University of Denver. He has sponsored many educational activities among local unions in Denver and surrounding cities and aided unions in their contract negotiations with management.

State Federation Affairs

Paterson Approves Labor-Management Course; Newark Plan Blocked by C. of C. Objections

481 & 482 NEW JERSEY

—On recommendation of one of its members, the Paterson school board has approved plans for an institute on labor-management relations for high school juniors and seniors. Four 90-minute sessions are planned, one each for the AFL, the CIO, the Chamber of Commerce, and for general discussion. The superintendent of schools supported the plan but retains the right to pass on the ability as educators of the representatives of participating groups.

The program in Paterson is a result of the excellent one in Newark last year (see *AMERICAN TEACHER* December, 1949). Newark, however, is encountering difficulty in repeating its project because of the refusal of the Chamber of Commerce to participate.

Although the superintendent in Newark favors the continuation of the course, he has decided that the project must be abandoned if the Chamber of Commerce does not participate since "the program would then be one-sided."

The Newark Chamber of Commerce gave as its reason that it "does not believe that the Chamber should use the public schools, supported by public funds, as an arena for controversial discussions with groups which may be construed as special interest associations." They then add that they believe that the study of economic and social questions, left to the teachers for presentation, is in "good hands."

The New Jersey State Federation of Teachers appreciates this compliment but also calls attention to the fact that there is more "in this than meets the eye" because partisan invasion of the schools by corporations has been made by means of the Junior Achievement activities. Moreover, the Federation points out, "now that labor wants to present its view and makes the offer to do so openly with management, the Chamber of Commerce refuses. So the labor-management talks are eliminated, but through Junior Achievement big business continues to get its point of view directly into the schools."

List Major Achievements of Wisconsin AFT

A resounding pat on the back for the Wisconsin Federation of Teachers, which announces that during the past year it—

Initiated the movement for the expansion of higher education in the Milwaukee area, with a request that a full four-year course be offered at the University of Wisconsin in Milwaukee.

With the assistance of the Wisconsin State Federation of Labor, rallied support for increased state aid based on a net income tax. The appropriation for the present biennium is \$10,000,000 more than that for 1947-1949.

Supported increased budgets, as recommended by the Boards of Regents, for teachers' colleges and the University. Budget figures were finally increased over those recommended by the Governor.

Completed a study, through a special Pension Committee, of teacher retirement systems in 26 states, as a basis for recommending improve-

ments in the Wisconsin Retirement System.

Introduced legislation for increased retirement benefits under the Wisconsin Teacher Retirement System, and supported all teacher retirement legislation before the 1949 session.

Introduced legislation for teacher tenure in cities of the second and third class, with the support of the Wisconsin State Federation of Labor.

Successfully opposed a piece of special legislation to increase the size of the Milwaukee Vocational School Board.

Organized one new AFT local, helped reorganize one former local, and strengthened several existing locals.

Now Teachers May Marry

Some time ago the Illinois State Federation of Teachers introduced into the state legislature the first bill designed to prevent the dismissal of Illinois teachers because of marriage. Such a bill was recently passed.

CSFT Has "A Busy Year"

"A busy year" is reported by the Connecticut State Federation of Teachers, and the record of its varied activities certainly substantiates this claim:

1. Publication of a "News Letter" and a "Blue Pamphlet" outlining their program and reporting its progress.

2. A successful spring luncheon arranged by the Hartford local.

3. Eight meetings of the executive committee.

4. Representation at fifteen meetings of state educational groups, indicating increasing influence on educational policy even at a state level.

5. Participation in both labor institutes and the annual convention of the Connecticut Federation of Labor.

6. (And perhaps most important of all) opposition to part of a tenure bill, Senate Bill 405, which was supported by the state education association and which provided that "at such hearing no statement made by any member of a board of education, any superintendent of schools, or any of its agents relevant to the subject of the hearing shall be a cause of liability for libel or slander, but every such shall be privileged." The removal of this and other objectionable clauses was the result of the CSFT activities.

7. The establishment of a new local at Groton, and several contacts that promise to result in new locals.

It was indeed a busy year and the Federation is to be congratulated that it has met with so many victories.

Boston Suggests A Code

"Whereas:

1. Education is for living not just for making a living.
2. It is not only the IQ, but also the I Will which is important in education.

Therefore, be it resolved:

1. We, as teachers, must be living examples of what living means.
2. We, as teachers, must, so far as in our power, bring our pupils to be good as well as to learn what is good.
3. We, as teachers, must recognize the importance of the moral virtues for all right education."

From *The Boston Union Teacher*

Labor Notes

By Meyer Halushka, Local 1

(Continued from page 2)

3. To coordinate defense of free unions against restriction of their rights, and against infiltration and subjugation by totalitarian or other anti-labor forces.

4. To raise living standards and improve working conditions everywhere.

5. To promote economic measures which will help rebuild industries shattered by war, to encourage development of resources and freer exchange of products throughout the world.

6. To eliminate forced labor.

7. To represent the free trade union movement in all international agencies which perform functions affecting working people.

8. To exchange information and foster education to increase workers' understanding of national and international problems.

9. To support the establishment of a world system of collective security, but pending its attainment, to further and support within the United Nations all measures that

are necessary for assuring the defense of world democracy and the freedom of nations against any totalitarian aggression.

The ICFTU will be governed by a Congress of delegates from all affiliated unions which will meet every two years. A smaller General Council will meet in intervening years. A 19-member Executive Board representing all parts of the world will direct its activities and carry out the decisions of the Congress and Council. The Board will meet every six months.

Close cooperation with the International Trade Secretariats will be possible.

Paul Finet of Belgium was elected president. J. H. Oldenbroeck of Holland, formerly secretary of the International Transport Federation, was chosen secretary-general. Both William Green, AFL president, and Philip Murray, CIO president, were elected to the Executive Board. Headquarters of the ICFTU will be located in Brussels. A total membership of nearly 50,000,000 is represented by the organizations already affiliated.

Why Labor Is for National Health Insurance

AERICAN medicine is probably the best in the world. But the American people are not enjoying the full benefits of medical science and progress. Millions of our citizens are not receiving the care and services that the best doctors, dentists, nurses, and hospitals in the world are able and willing to provide.

Oscar E. Ewing, Federal Security Administrator, in his report *The Health of the Nation*, states that annually 320,000 persons die whom we have the knowledge and skills to save. Of the 3,800 deaths that occur daily in the United States, nearly 900, or about 23 per cent, could be prevented. If caught in time, 30 per cent of cancer cases could be cured. Nearly 100 per cent of tuberculosis and syphilis can be completely cured or checked if discovered in their early stages. The nation loses twenty-seven billion dollars a year through sickness and disability.

The democratic goal of equality of opportunity implies equal opportunity for health services necessary to prevent, cure, or relieve illness, and to promote positive physical and mental health. Such opportunity is being denied to millions of Americans.

By making medical facilities available to all people regardless of financial ability to pay, we could cut down work absences due to illness, speed up recovery, reduce total and partial disability, and prolong life. We cannot afford to be without a national health program, for healthy citizens are the nation's most basic resource.

Why Not Voluntary Group Insurance?

Voluntary plans for health insurance are good, but not good enough. Only three and a half million people, less than 3 per cent of our population, have complete coverage for hospital and doctor bills. Over 105 million

Americans carry no form of health insurance whatsoever. About 45 million carry only partial coverage for hospital or medical costs. Less than 3 per cent of the rural population are subscribers to the Blue Cross Plan. More than 60 per cent of the Blue Cross membership is concentrated in the seven highest income states.

Voluntary health insurance is unsatisfactory because:

1. It does not offer comprehensive coverage.
2. It is too expensive, so that persons of low incomes and many in the higher income groups cannot afford it.
3. It does not provide for preventive medicine.

What's Wrong with the Present System?

Present medical practice is inadequate for various reasons:

1. Modern medical care is unavoidably costly. No longer are the little black bag, a stethoscope, and a pleasuring bedside manner sufficient to treat a patient. Valuable equipment and apparatus are now essential for accurate diagnostic and therapeutic work. Drugs like penicillin, streptomycin, and ACTH are very effective and very expensive. Rising costs of goods and services have obviously hiked medical costs as well.

2. Illness is irregular and unpredictable. It may strike when the patient is least prepared to meet the medical costs involved. Bills of one to three thousand dollars for a single illness are not uncommon.

3. Many individuals and families cannot afford the medical services needed because of their low annual income. Revision of the American Medical Association's 1939 research figures, in line with the rise in the cost of living, indicates that families and individuals with incomes below \$5,000 a year cannot meet serious sickness

costs without outside aid. Nearly 80 per cent of the families in the United States (112,000,000) earn less than \$5,000 annually and consequently cannot secure adequate medical care. In 1946, 53 per cent of our population had gross incomes of less than \$3,000 a year.

4. Many areas lack doctors, nurses, and hospitals. There are in the United States 6,280 hospitals with 1½ million beds. More than twice that number of accepted hospital beds are needed to provide sufficient hospital facilities for all in need of them. Surveys disclose a 25 per cent shortage of doctors. There are indications of shortages of dentists as well. Health facilities are not distributed evenly in the various states. New York's inhabitants receive an average of 1.46 days of care in general hospitals per person per year; those in Mississippi receive less than one-third as much (.40 days per person per year). Four counties out of every ten have no acceptable general hospital. Over 15,000,000 people live in such counties. New York State has one physician for every 597 persons; Mississippi has one for every 1,784 persons. New York State has one dentist for every 1,321; Mississippi has one dentist for every 5,250 inhabitants. New York has one active registered nurse for every 698 persons; Mississippi can provide only one nurse for every 2,143 persons.

5. Community discriminatory practices against minority groups deny health services to many. Hospitals in many parts of the country will not accept Negro patients nor permit Negro doctors the use of their facilities. Many doctors are denied hospital staff appointments because of race or religion. Discriminatory practices against applicants for admittance to medical schools on the basis of color, creed, or ethnic origin are widespread. Both doctor and patient suffer from such un-American and undemocratic procedures.

What Is the Proposed Plan?

Organized labor is convinced that a national health insurance program will, in a large measure, eliminate the inadequacies of present medical care. The National Health Insurance and Public Health Bill that is up before Congress has the indorsement and support of both the AFL and CIO as well as the independent union organizations. The bill provides a method of paying for complete medical care by a prepayment plan. All employed and self-employed persons in the United States would pay regularly into a national health insurance fund. In the case of wage earners, the tax would be collected on the basis of a payroll deduction divided equally between employer and employee along with Social Security contributions. The Federal government, after collecting the funds, would allocate them to the states, which in turn would distribute them to the local areas. Medical and hospital bills of the insured persons and their dependents would be paid by the local agencies. Not the system of medical care but the method of paying for medical care will be changed.

All people under this plan will be entitled to complete medical service from general practitioners and specialists, hospitalization up to sixty days, laboratory and X-Ray services, eyeglasses, surgical appliances, and medicines when prescribed by a physician. Limited dental care and home nursing may also be available. Doctors are guaranteed complete freedom of choice. They can join the system or not as they choose, accept or reject any patient,

and practice wherever they like. Patients also will be free to choose their doctors as at present. Fees could be established, on the basis of negotiations by doctors' representatives with the state or local health insurance agencies. Boards including representatives of doctors and hospitals would administer the program in each community.

The bill also provides federal aid for:

1. Education and training of doctors, nurses, hospital and other health personnel.
2. Expanded medical research.
3. Construction of new hospitals and health centers.
4. Special aid to rural areas.
5. Aid to states for state and local public health work.

Will the Cost Be Too Great?

It is estimated that the cost of such a program would be approximately six to eight billion dollars a year. The present cost of medical care in the United States is approximately eight and a half billion dollars a year. At probably no greater cost a greatly expanded medical service program would be available. The average American family spends about 3 per cent of its income for doctor and hospital bills, and an additional 1 per cent for medicine, dentistry, and incidentals. The 3 per cent contribution proposed by the plan would mean for most families less expenditures for medical costs than at present.

Who's Against It?

Chief opposition to the bill comes from the commercial insurance companies and the American Medical Association. They denounce the plan as "communistic."

Public health insurance is no more "communistic" than the post office or public education or the GI life insurance. In fact, the A.M.A. in 1916 passed a resolution endorsing public health insurance and declaring such a program "one of the forces tending to human betterment." The Physicians Forum, consisting only of doctors who belong to the American Medical Association, is very vigorously supporting the National Health Insurance and Public Health Bill.

The Act does not promise to give complete and adequate medical care to everyone everywhere in the United States, but it will make available, financially, modern medical care on a democratic basis and will make possible an increase of medical personnel and facilities.

ARE YOU LISTENING To the AFL Broadcasts?

Since January 2, Frank Edwards, radio newscaster and one of the outstanding liberals on the air, has been broadcasting a nation-wide program for the AFL over the Mutual Network. His program is broadcast five nights a week, Monday through Friday, at 10:00 P.M. EST.

Fearless in his presentation of the truth and completely independent in his point of view, Edwards provides a refreshing contrast to the average commentator. It is expected that he will soon become one of the most popular commentators on the air.



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